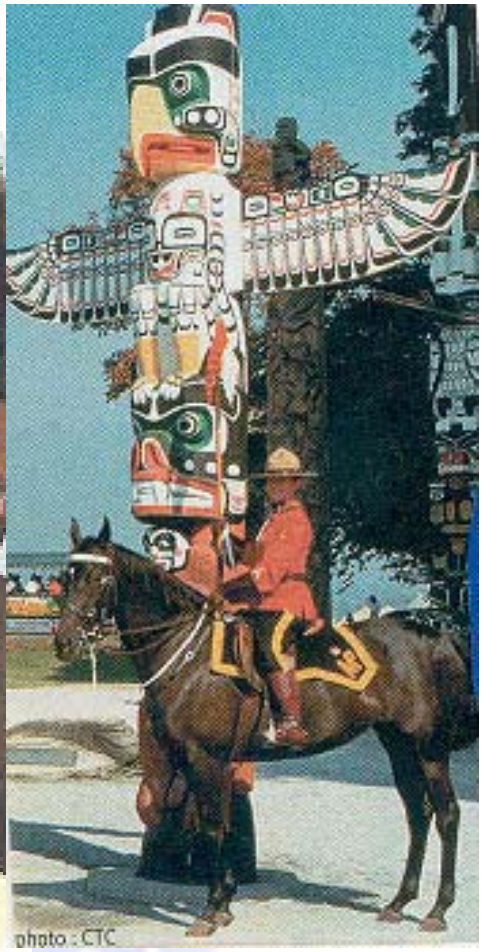
Project1:Citizenship
Rights and Responsibilities

The plan of the seance

- Sequence 1
- Sequence 2
- Sequence 3
- Sequence 4

http://www.onefd.edu.dz

جميع الحقوق محفوظة ©



http://www.onefd.edu.dz جميع الحقوق محفوظة ©

- **Sequence 1:**

I. Reading Activities

Read the following text carefully.

An International Meal

You probably think that the hamburger is a typical American food because Americans often have a hamburger for a quick lunch or snack. But do you know that the favourite American fast food actually comes from many different countries? The idea of chopping meat into very small pieces comes from Turkey. The name "hamburger" comes from the town of Hamburg in Germany. The pickled cucumber comes from Eastern Europe. It is popular in Poland and Russia. The word "ketchup" comes from China. "Ketchup" is the Chinese name for a sauce made of fish and spices. The first recipe for tomato ketchup appeared in a 1792 American cookbook.

Mayonnaise is a yellow white sauce with eggs, oil and lemon juice. It comes from the Spanish Island of Majorca, but its name is French. The bun is a kind of bread. It comes from an English recipe and the sesame seeds on top come from the Middle East. So, the American hamburger is a truly international meal!

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

New words :

Pickled cucumbers : cucumbers
[p i k l ə t] preserved in vinegar with salt and spices.

Cucumber: a long thin rounded
[k j u k ʌ m b ə] vegetable with a dark green skin.

Spices: red peppers, hrissa etc.are spices.
[s p ə i s i z]

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

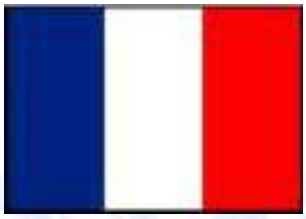
1. Read the text again and fill in the table below.
An example is given.

Definitions	**What it is**	**Country of origin**
Beef cut into very small pieces.	Chopped beef	Turkey.
Cucumbers marinated in vinegar.	……	……
Sauce with fish and spices.	……..	……
Tomato sauce.	……	……
A yellow sauce.	……	……
A kind of bread.	……	……
Small grains produced by plants.	……	……
Name of the snack made with all these ingredients.	……	……

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

2. Write the name of each country under the appropriate flag illustrating the text.

1……



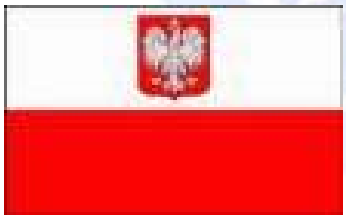
2……

3. ……

4……

5……

6……



7……

8……

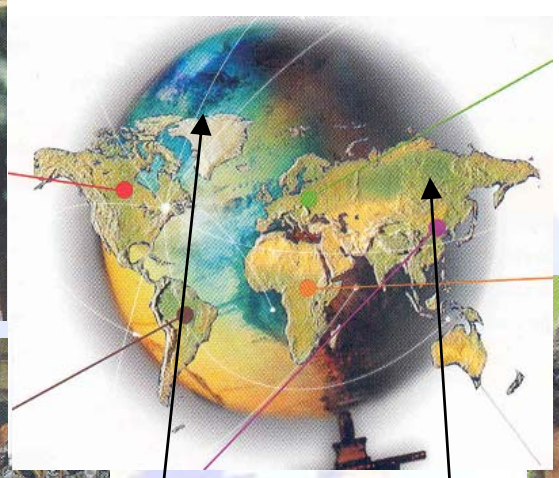
http://www.onefd.edu.dz

جميع الحقوق محفوظة ©

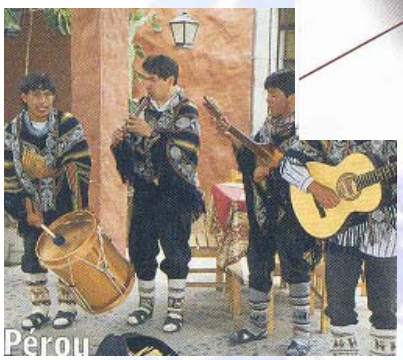
Around the world
How much do you know?

1. a) Look at the pictures. Find and write the name of each continent (region).

1……..



2..



eg.3.Latin America

4……

5……..

6…….

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

2. Write down the names of five countries in each of these regions.

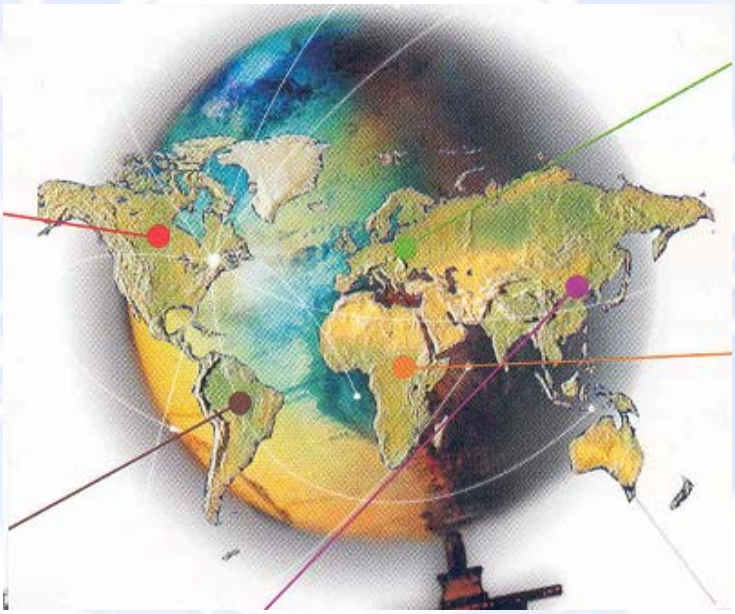
…….

…….

…….

…….

…….



http://www.onefd.edu.dz جميع الحقوق محفوظة ©

Vocabulary Building

Ways of learning nationalities and language adjectives.

*Some adjectives can form regional groups.
eg. Latin American countries are almost all described by "(i) an" adjectives.

1. Complete this list of Latin American adjectives.

Countries	Nationalities	The people	Language(s)
Argentina	……..	…….	……..
Bolivia	……..	……..	……..
Chile	……..	……...	……..
Ecuador	……..		……..
Mexico	……..	……	……..

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

*Most former socialist countries also form their adjectives with “(i) an”.

2. Complete the table. Follow the example.

	Nationalities	The people	Language(s)
Croatia	……..	…….	……..
Hungary	……..	…….	……..
	……..	…….	……..
Romania	……..	…….	……..
Ukraine	……..	…….	……..
Serbia	……..	…….	……..

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

3. Complete the table. Follow the example.

Countries	Nationalities	The people	Language(s)
America	……..	…….	……..
	……..	…….	……..
Canada	……..	……..	……..
Russia	……..	……..	……..
India	……..	……..	……..

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

*Most Eastern or Muslim countries form their nationality adjectives with “(i)” or “(i) an”

4. Complete the table. Follow the example.

Countries	**Nationalities**	**The people**	**Language(s)**
Algeria	Algerian	The Algerian	Arabic/ Tamazight/ French
Egypt	……..	…….	……..
Jordan	……	……	……..
Palestine	……		…….

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

* Some countries form their adjectives with "**i**"

eg. Iraq ⟶ **Iraqi**

5. Complete the table. Follow the example.

Countries	**Nationalities**	**The people**	**Language(s)**
Bangladesh	……..	……..	……..
Iraq	……..	Iraqi	……..
Kuwait	……..	…	……..
Pakistan	……..	……..	……..

جميع الحقوق محفوظة ©

*Many European countries form their adjectives by "**ish**"

6. Complete the following list.

Countries	Nationalities	The people	Language(s)
England	……..	……..	……..
Ireland	……..	……..	……..
Scotland	……..		……..
Turkey	……..	……..	……..

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

The United Kingdom	……..	……..	……..
Denmark	……..	……..	……..
Polanc	……..	……..	……..
Finland	……..	……..	……..
Sweden	……..	……..	……..
Spain	……..	……..	……..

جميع الحقوق محفوظة ©

*The following countries form their adjectives with “ese”

7. Complete the following table.

Countries	Nationalities	The people	Language(s)
China	……..	…….	……..
Guyana	……..	……..	……..
Japan	……..		……..
Lebanon	……..	……..	……..

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

*Some nationality adjectives are worth learning **separately**

8. Try to complete the table.

Countries	**Nationalities**	**The people**	**Language(s)**
Switzerland	Swiss	……..	……..
Greece	……..	Greek	……..
Germany	……..	……..	German
France	……..	……..	……..
Iceland	……..	……..	……..
Morocco	……..		……..

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

English words with interesting origins from other languages

English has borrowed words from a whole range of languages

جميع الحقوق محفوظة ©

9. Which origins are the following?
Use the words in the box to fill in the tables.

Mattress-boutique-theory-embargo-karate-casino-sugar-café-seminar-sputnik-bonsai-caftan-siesta-psychology-coffee-patio-judo-piano-synonym-cuisine-drama-hamburger-algebra-mosquito-yogurt-cosmonaut-bakery.

Table 1.

Arabic	French	German	Greek	Italian
algebra …….. …….. …….. ……..	…….. …….. …….. ……..	…….. …….. ……..	…….. …….. …….. ……..	…….. ……..

Table 2.

Japanese	Russian	Spanish	Turkish
…….. …….. ……..	sputnik ……..	…….. ……..	…….. ……..

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

10. Can you recognize what the following pictures are?

1……

2 a cup of……..
with a lump

3.eg.bakery
of……..

4……. 5…….. 6…….

7……. 8…….

http://www.onefd.edu.dz
جميع الحقوق محفوظة ©

11. Match the names in A with the nationalities in B.

A	B
1.Diego Maradonna	a) Chinese politician
2.Yasser Arafat	b) French scientist (polish origin)
3.Nelson Mandela	c) the greatest singer of the Arabic world.
4.Assia Djebar	d) Japanese artist
5.Oum Kelthoum	e) American group
6.Mao Tse Tung	f) the first Algerian singer at the Olympia
7.Metallica	g) Palestinian leader. Nobel Prize of Peace
8.Aissa Djermouni	h) Argentinean sportsman
9.Hayao Miyazaki	i) Algerian writer
10. Marie Curie	j) black Southern political leader

eg.1…h)	3……	5…..	7…..	9…..
2…..	4……	6…..	8……	10…..

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

*A number of names of different kinds of cloths originate from place names.

eg. – gauze comes from Gaza in Palestine.

*used for the first time in 1461, gauze was originally a light silk cloth, then in 1872 a transparent veil, and in 1909 the very thin light cloth used for covering wounds.

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

12. Here are some words whose origin is a place. Try to guess or find what the place is. Help yourself with a dictionary if it is necessary. Write the correct adjective under each picture.

1. Cashmere

2. denim

……

3. angora

……

4. tweed

……

5. suede

……..

6. satin

……

7. muslin

……

8. damask

……

جميع الحقوق محفوظة ©

13. World quiz.

a) What are the five countries with the highest population?

……. …… …….

……. ……

b) How many languages are there in the world?

…….

c) What are the five most widely spoken languages?

…… …… ……

…….. ……

جميع الحقوق محفوظة ©

• Sequence 2:

I. Reading Activities

Read the followings carefully.

Citizenship Rights and Responsibilities

"Education has a civic mission: to prepare informed, rational, humane, and participating citizens committed to values and principles of the societies they live in."

Adapted from the preface to the National Standards for *Civics and Government.*

All citizens have certain rights and responsibilities. They are based on the country's laws traditions and values and are generally defined in the constitution which legally protects the basic rights of the citizen. Some of these rights-such as the ones stated in the constitution of the United States-have become universal.

In Congress, July 4, 1776

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

The unanimous Declaration of the Thirteen United States of America

“ We hold these truths to be self-evidence, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are **L**ife, **L**iberty and the pursuit of **H**appiness-**T**hat to
secure these rights, **G**overnments are instituted among **M**en, driving their just powers from the consent of the governed, **T**hat whenever any **F**orm of **G**overnments become destructive of these ends, it is the **R**ight of the **P**eople to alter and abolish it, and to institute a new **G**overnment, laying its foundation on such principles…
to effect their **S**afety and **H**appiness”.

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

1. Match the definitions in "A" with the words in "B".

A		B
1. To think / to believe.	1….	a) Self-evident.
2. Getting something from someone or something.	2…..	b) To be given.
3. To officially end a law, a system.	3…..	c) To secure.
4. The act of trying to achieve something in a determined way.	4…..	d) Fair.
5. Permission to do something.	5…..	e) Deriving.
6.Clearly true and needing no proof.	6…..	f) are instituted
7. To protect.	eg.7..c	g) Abolish.
8. To change.	8…..	h) Pursuit.
9. To make something happen.	9…..	i) Consent.
10. To be endowed.	10….	j) To alter.
11. Treating everyone in an equal way.	11….	k) Effect.
12. are established.	12….	l) To hold.

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

2. Find in the text the principles corresponding to the following statements.

a) Citizens' rights are protected by the law.

.....

b) All citizens have identical basic rights.

.....

c) The right to Life, Liberty, Happiness is a natural right.

.....

d) ….Human rights violation.

.....

e) Citizens have the responsibility to vote in elections.

.....

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

3.

a) **Reorder the words in two sentences so as to get Fisher's definition of "citizenship".**

1. liberty / and / free / individual / a / Citizenship / responsibility / in / means / society / individual /.

……

……

2. one/of /are/coin/The/inseparable/two/faces/they.

……

……

b) **Now, rewrite the full definition of Citizenship.**

Citizenship……

……

The two are ……

……

By Jeffrey R. Fisher.

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

Vocabulary Building

Phonetics and stress

1. Consider the phonetic transcriptions.

a) Write the corresponding adjective in table A

Table A

Phonetic transcription	Adjective
[r i's p o n s ə b ə l]	……
[t r ə'd i *f* ə n ə l]	……
['v æ l y u ə b l]	……
[j u n ə'v ə s ə l]	……
[k a n s t ə't u *f* ə n ə l]	……
['i k w ə l]	……

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

b) Write the corresponding noun in table B.

Table B

Phonetic transcription	**Noun**
[r i s p o n s ə'b ə l ə t i]	……..…….
[t r ə'd i *f* ə n]	……..…….
['v æ l y u]	……..…….
['j u n ə v ə s]	……..…….
[k a n s t ə't u *f* ə n]	……..…….
[i'k w a l ə t i]	……..…….

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

2. Put the words in the correct column according to the stress pattern.

•.	•..	.•.	.•..
Value	Valuable	tradition	……..
……	……	…….	Traditional

..•.	..•..	…•..
universal	……	……
……	constitutional	……
……	……	Responsibility

3. Complete the following sentences with either the correct adjective or noun from table a) or b).

1. One of the fundamental basis of the Constitution is the ……of men.

2. The Constitution says that all men are created …….

3. Tolerance and mutual respect are common world …….

4. Our teacher gave us ……. advice.

5. They have very ……..ideas about education. They reject any new ideas.

جميع الحقوق محفوظة ©

6. It is an Algerian …… to light candles on El Mouloud Day.

7. They are holding a meeting on …….environmental problems.

8. The earth is part of our .....

9. The ……. is a set of laws and principles of a specific nation.

10. Every citizen has a …….right to education and health.

11. Every citizen is …….. for his community.

12. It's the citizen's ……to vote in elections.

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

4. Match the definitions listed from a) to d) with the appropriate rights from 1. to 4. Write your answers in the box under the table.

Definitions	Rights
a) Every Canadian citizen must be treated in a fair way (not differently because of his sex ,religion or origin.	1. Legal rights
b) The right to live or work anywhere in Canada and the right to enter and leave Canada freely.	2. Equality rights
c) Freedom of thought, speech and peaceful assembly.	3. Mobility rights
d) Every Canadian must be protected by law.	4. Basic freedoms

1……. 2…….. 3…… 4…….

*In 1982, these rights and freedoms become better defined and protected.

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

A Look at Canada

5. Fill in the gaps using the words in the box.

Leave- vote- discrimination- candidates- others- opinions- care- respecting

A/ Citizenship Rights:

1. Under the Canadian Center of Rights and Freedoms, Canadian Citizens have the right to:

   a. be…… in federal, provincial and territorial elections.

   b. enter and …… Canada freely.

c) express their…….freely while…… the rights and freedom of others.

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

B/ Citizenship Responsibilities:

All the Canadians have the responsibility to

d) ……..in elections.

e) help……in the community

f) ……for and protect the heritage and environment.

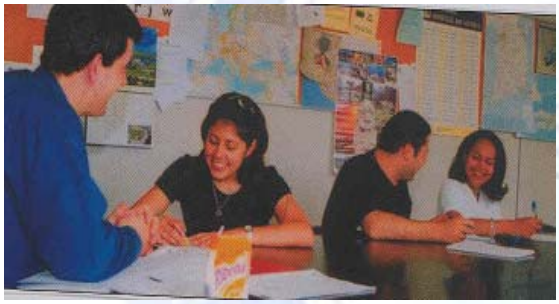
g) eliminate…….. and injustice.

http://www.onefd.edu.dz

جميع الحقوق محفوظة ©

“ Being a Canadian citizen also means getting involved in the community and in the country. Everyone has something to give to make Canada a better place”.

6. Find some ways to participate by matching the verbs in column A with the rest of the sentence in B so as to make meaningful advice.

A	B
1.join…	a) with others to solve problems in the community
 2. work ……	b) a candidate in election
3. be … ……	c) a community group such as an environmental association.

جميع الحقوق محفوظة ©

II. Mastery of language.

Look at these examples.

eg. 1. A Canadian citizen **must** obey Canadian laws.
2. He **has to** help others in the community.

1. Complete the following sentences with the correct words.

a)- A Canadian citizen ..... vote in elections.

b)- He / she.....to eliminate discrimination and injustice.

c)- He / she .....to help others in the community.

d)- He /she..... express his/her opinions freely while respecting the rights and freedom of others.

e)- He .....care for the heritage and protect the environment.

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

III. Writing Activities.

1. Complete the following sentences about the Canadian Citizenship Code.

According to the Canadian Citizenship Code:

- A Canadian citizen should join .....,

- volunteer…….....,

- help…….....,

- work…….....,

- be…….....

2. Translate into Arabic.

" Being a good citizen also means getting involved in the community and in the country ".

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

Sequence 3 :

Environmental Problems

I. Reading Activities.

Read the following newspaper extracts carefully.

Poisoned oceans

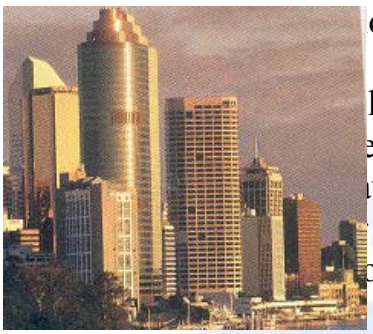
Anyone who has been near the seashore lately- or listened to Jacques-Yves Cousteau on TV- knows that the oceans are a mess, littered with plastic, oil spills and garbage dumps... but these are only the most visible problems. The real threats to the oceans, accounting for 10% to 80% of maritime pollution, are fertilizers, pesticides and all industrial wastes that are deversed into the sea.

Time, June 1, 2002.

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

Living in a Gas chamber

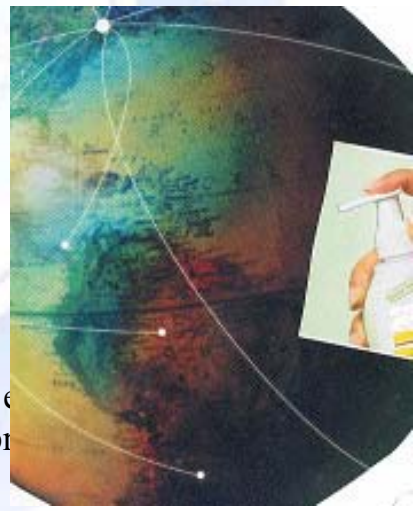
Birds are dying poisoned by air pollution. Children are suffering from



on related to respiratory illnesses. llution has ed our cities uthentic gas chambers." quality in most major cities ously…

Time, February 11, 1992

Destruction of the ozone layer.



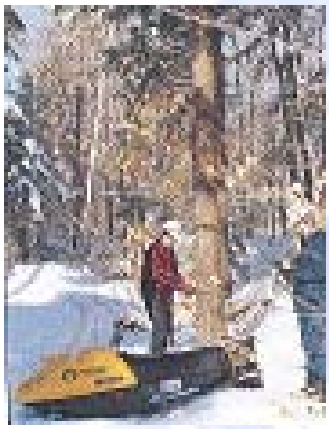
The sun has really become dangerous now. The ozonosphere, which helps protect us from the sun's ultra violet rays, has been damaged by pollution. The reduction of the protective ozone layer has caused an increase in skin cancer and other problems.
The biggest threat to the ozone layer is due to the e cars. Another threat is due to products like hair spr has created a hole in the ozone layer.

Stop littering!

http://www.onefd.edu.jo جميع الحقوق محفوظة

Every day, Americans and

Canadians create about 1.8 of garbage per person.
It seems that the easiest way of disposing of trash is by burying it in landfills. Those landfills are contaminating soil and underground water.



Death of nature

Considerable amounts of farmland have been eaten up by buildings… Every year we burn out and cut down nearly143,000 square kilometres of forest and contribute to destroying nature and wildlife. We are threatening our existence..

جميع الحقوق محفوظة ©

1. Match each suggestion with the corresponding Picture.

	Suggested solutions
1.	a) Cleaning up: volunteer to clean up the beaches.
2.	b) Developing clean transportation: ride a bike whenever you can.
3.	c) Saving up: so as not to waste water, electricity environmental resources.
4.	d) Recycling: set up centres to collect paper, bottles and other thing that can be recycled.
5.	e) Preserving nature: respect and protect animals and environment

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

2. Write full sentences using “should or shouldn’t “.

eg. You **should volunteer to clean up** the beaches.

a)…….
……

b)…….
…….

c)…….
……

d)…….
……...

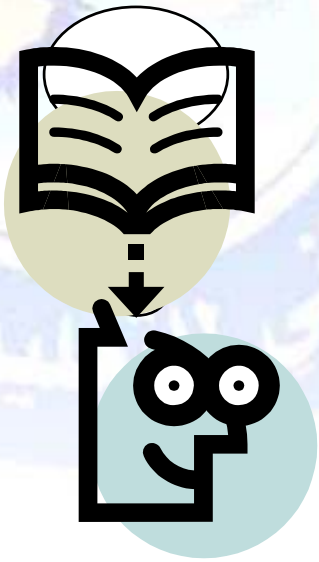
جميع الحقوق محفوظة ©

Word Building

1. Suffixes can help you recognize the word- class and the meaning of words.

- **ness** is added to adjectives to make nouns

eg. Adjective : fair ---- noun: fairness



http://www.onefd.edu.dz جميع الحقوق محفوظة ©

1. **Complete the following**

Adjectives	nouns
1. good	1…….
2……..	2. readiness
3……	3. forgetfulness
4……	4. happiness
5. conscious	5……
6. lazy	6……

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

-ful is added to verbs to make adjectives

eg: verb; trust ⟶ adjective trustful

-ship is added to nouns describing people to make abstract nouns, especially status

eg; citizen ⟶ citizenship

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

2. Complete the following

verbs	adjectives
1. forget	1……
2……	2. hopeful
3……	3. useful
4. care	4…..……
5. resent	5……..
6. help	6……..

Person noun	Abstract noun
1. citizen	1……
2. friend	2……
3……	3.partnership
4. member	4……
5……..	5. ownership
6……..	6. championship

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

Remember :

Adjective + ness ⟶ noun
Verb + full ⟶ adjective
Noun / person + ship ⟶ abstract noun

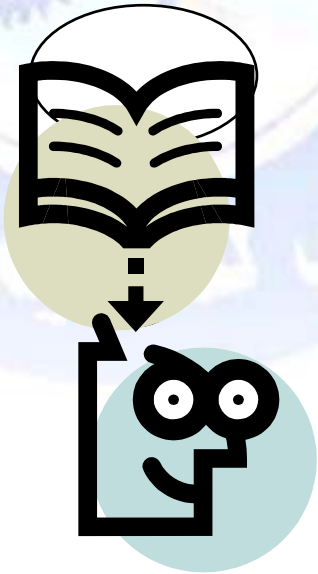
جميع الحقوق محفوظة ©

1. Prefixes are often used to give adjectives, and verbs negative meaning.

un; is added to adjectives or verbs to give their opposite.

eg; adj- comfortable
"uncomfortable"

verb- to load
to unload.



جميع الحقوق محفوظة ©

4. Complete the following tables.

Table 1.

Adjectives with positive meaning	**Adjectives with negative meaning**
1. just 2…….. 3…….. 4. acceptable 5. constitutional 6……...	1…….. 2. unimportant 3.unfortunate 4…….. 5…….. 6- undeveloped

Table 2.

Verbs with positive meanings	**Verbs with negative meanings**
1. to load 2……. 3……. 4. to zip 5……. 6. to tie	1…….. 2. to unlock 3. to unveil 4…….. 5. to undo 6……..

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

Pronunciation

In questions **have** is usually reduced to **[h ə v]**

In short answers, **have** is **not reduced.**
eg. **Have you** ever been abroad?
[h ə v y ə]
-Yes I have.
-No, I haven't.

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

Now, practice the following questions.
Give personal answers.

a) Have you ever tried Chinese food?
……

b) Have you ever heard of Greenpeace?
……

c) Have you had joined an environmental group?
……

d) Have you met a multiculturalist yet?
……

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

Intonation

*A **falling** intonation is used with **"wh" questions.**

eg. **What time** does the bank open?

*A **rising** intonation is used with **indirect questions.**

eg; **Can you tell me what time** the banks open?

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

Now, put the intonation sign on the following questions as in the examples and practice them.

a) -Where is the dictionary?

-Do you know where the dictionary is?

b) -When is the next meeting?

-Do you know when the next meeting is?

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

Comma pausing.

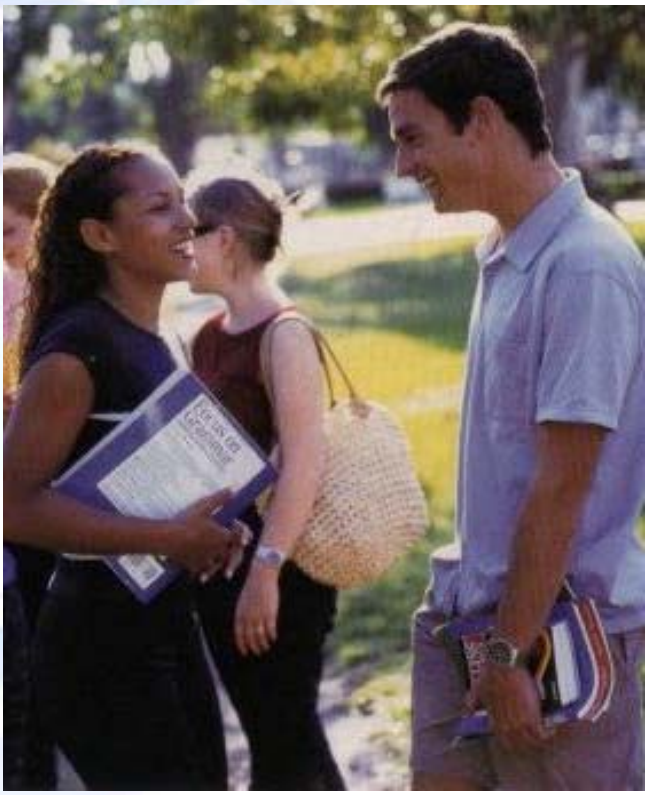
*When there is a comma in a question we pause briefly and we understand that two persons are speaking to each other.

*When there is no comma, we don't pause and we understand that two persons are speaking about a third person..

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

eg. 1. Can you understand, Mr. Jones?

2. Can you
understand Mr Jones?



جميع الحقوق محفوظة ©

II. Mastery of Language

How to make polite requests.

*Can
Could
Will
Would
+ you + **stem** eg. Can
Could
Would
Will
you help me?

*Would you mind + **gerund**
eg. Would you mind **helping** me?
*I wonder if you + **past**
eg. I wonder if you **could** help me.

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

Note:

* We use **less formal** requests with **friends** or **people we know well.**

* We use **more formal** requests in **other situations**

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

1. Match the following requests with the appropriate responses and thanking in table.

Table 1.

Requests	Responses	Thanking
1. Could you plant this in the garden?	a) sure, I'll turn it off.	a′) Thank you, Madam
2. Would you mind bringing me some water?	b) Sure. Pass them to me.	b′) Thank you, I'll have it.
3. Can you turn the tap off?	c) Try this syrup. It's helpful.	c′) Thank you, here they are.
4. Will you please show me your driving licence?	d) Of course, I'll do it immediately.	d′) I really appreciate it. You'll leave earlier on Friday.
5. Can you put those empty bottles in the recycling bin?	e) Of course, madam. With ice?	e′) Yes, please. Thank you.
6. I wonder if you could stay overtime on Tuesday. We have to finish the project!	f) Sure. Here it is!	f′) Thanks so much, and don't forget to water it.
7. Could you suggest something for the cough?	g) That's ok, I guess.	g′) Thank you, Sir.

Write the correct answers in this table.

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

Table 2.

Requests	Responses	Thanking
eg. 1. Could you plant this in the garden?	2. Of course, I'll do immediately.	f') Thanks so much and don't forget to water it.
2…….	……	……
3…….	……	……
4…….	……	……

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

(continued)

Requests	Responses	Thanking
5…….	……	……
6…….	……	……
7…….	……	……
8…….	……	……

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

3. Now, make requests according to the ideas you are given.

a) You want to borrow your friend's book.

-Can I……..?

b) You want your sister to pass you the salt.

-Can you……..?

c) You want the teacher to repeat a sentence.

-Would you mind…..……..?

d) You want a neighbour to give you a lift to the airport.

-I wonder if you could..……..?

e) You want someone to fax a letter.

-Will you…..……..?

f) You want your cousin to help you move on Thursday.

-Could you……..?

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

- **Sequence 4:**

Being a multiculturalist

.

I. <u>Reading A</u>

Read the following text carefully.

Each society has its own customs, social habits and beliefs.

They give people a sense of who they are supposed to behave and what they should or should not do.

When people visit or live in a country for the first time, they are often surprised at the differences that exist between their own culture and the culture of the other country.

That is why it is important to understand and appreciate cultural differences. Being a multicultural person will help you have a positive experience.

جميع الحقوق محفوظة ©

A multicultural person is someone who can adapt successfully to living in a culture different from his own. The sort of person we could describe as a citizen of the world or a member of the global community.

In my opinion, there are four key qualities to be a multicultural.

-The first is to be open- minded.

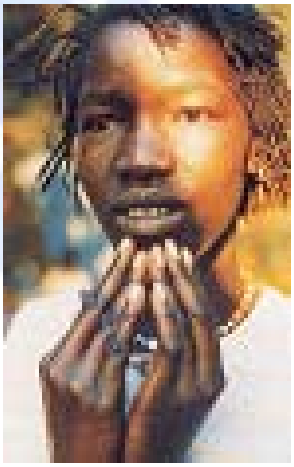
This means you should not judge one culture as better than another or believe that the way things are done in your culture is the best way or the only way of doing things. In other words, don't be an "ethnocentric".

جميع الحقوق محفوظة ©

-Second, you must be adaptable. To live successfully in another culture, particularly in one that is very different from your own, you have to adapt to differences, not only visible differences of food, climate and customs but also to invisible differences- the different ways in which people of other cultures understand and interpret the world and their different values.

-Third, you ought to be sensitive. That means you should be able to see things from the other person's point of view and avoid doing things that people of another culture might find strange, unacceptable or offensive, even if in your culture, such things are normal.

-Fourth, you must be interested in other cultures. Try to learn their language, find out about their country, and develop a real understanding of their culture.



جميع الحقوق محفوظة ©

1. Read the following advice and write them in the appropriate column.

a) It is important for you to observe and understand what is going on.
b) Think that some cultures are better than others.
c) Respect other religious beliefs.
d) Try to learn about cultural differences and understand them.
e) Avoid discussing with other people because they have different cultures.
f) Speak and behave without taking into consideration other people's cultural habits.

What a multiculturalist should do	**What a multiculturalist shouldn't do**
1 ……...	1 ……...
2……..……	2……...
3 ……...	3 ……...

Social Customs Around the World

جميع الحقوق محفوظة ©

2. Read the information about the different customs and:

a) Find pairs of countries with contrasting customs and write the countries in the table on the appropriate page.

countries	**customs**	**country**	**custom**
Australia	It's not the custom to leave tips in restaurants	Turkey	People smoke almost anywhere
China	It's the custom to take an expert's advice before building a house or changing the furniture. He will tell you how to encourage good spirits.	Britain	You usually only shake hands only when you meet someone for the first time
Saudi Arabia	You are not supposed to give food or drink because it suggests you think your hosts aren't offering you enough to eat and drink.	France	Taking off your shoes would seem strange
Japan	Keep in mind that conformity is important in a Japanese society	Italy and most European countries	The decoration or the construction of a house is nearly a question of space, taste and affordability

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

England	It's not acceptable to smoke in a friends' house without asking	USA	You are supposed to leave 15% to 20% tips in restaurants
Germany	You have to shake hands when you are coming or leaving	Canada	Individuality is valued highly
Mauritania	You are supposed to take off your shoes when entering your host's house especially if the floor is covered with a carpet	Algeria	It is the custom to bring a home made cake or a small gift when you are invited in someone's house

a)

Countries with contrasting customs	
Australia	The USA
……	……
……	……
……..	……..
…….	……..
…….	……..
…….	……..

b) Compare the customs of each pair countries.
Write sentences using the conjunctions "but" or "whereas"

eg. In Australia, it's not the custom to leave tips in restaurants but/whereas in the USA, you are supposed to leave 15% to 20% tips in restaurants.

2) In China……

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

3) In Saudi Arabia……

4) In Japan……

5) In England……

6) In Germany…….

7) In Morocco ……..

II. <u>Reading Activities (2)</u>

1. Read the text carefully and answer the questions that follow it.

World citizenship by Garry Davis

On 25 may, 1948, in Paris, France Garry Davis (26) a former Broadway actor and US. bomber pilot of World war 2, renounced his exclusive citizenship in and allegiance to the United State of America.

At the same time he publicly declared himself at the world.

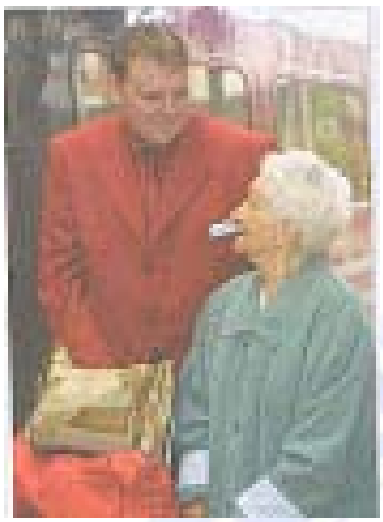
"All human being born within the territorial limits of the home planet Earth shall be ipso facto world government citizens."

Since the sixteenth century there has been a belief that universal principles should exist to institute a world- wide justice, hence the idea of a common world citizenship; a given fact which you practice daily without realizing it.

Common "world law"" give rise to the notion of a

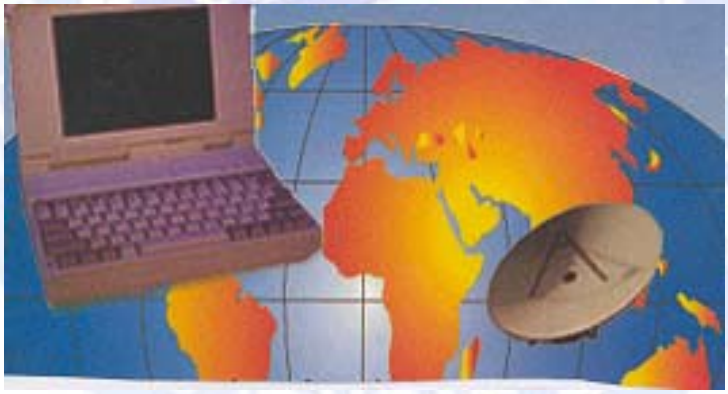
http://www.onefd.edu.dz جميع الحقوق محفوظة ©

common world citizenship; a given fact which you practice daily without realizing it.



Hospitality to the guest, sympathy for the underdog, love in all its forms, sharing food, keeping clean, aid for aged, young and infirm collecting garbage, seeking truth, all are evidence of cooperative "world laws".

Those who tried to expand these world laws were often considered as idealists, utopians, sentimental humanitarians, then came the 20th century. Electricity and electronics eliminated time and distance as barriers between humans.



Today, with Computers and Satellites, that is, with virtually no distance and no time between humans, each person is a part of a global world community. Everything happening in the world affects, sooner or latter, each individual.

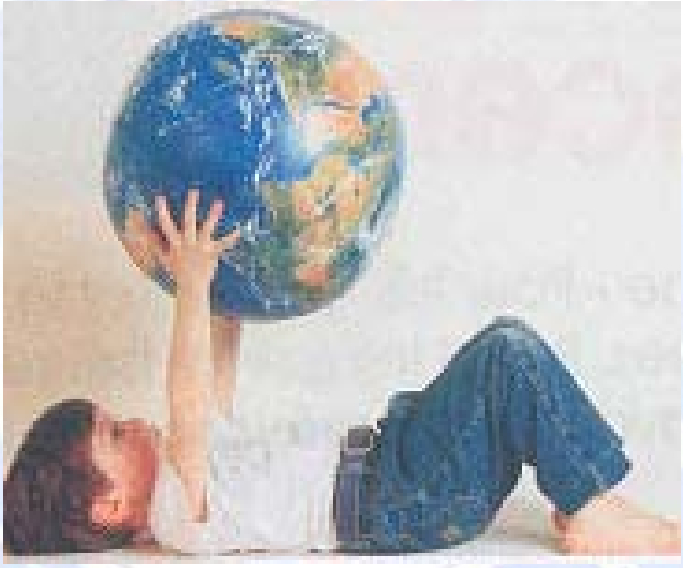
A middle East war raises the price of oil for everyone; an atomic bomb exploding in the south pacific can mean leukaemia for a baby born in Dayton, Ohio; dumping radio-active waste off the coast of Florida can mean radio-active first caught by fishermen off the coast of island, Great Britain, France or Spain; a shortwave radio placed anywhere on the surface of the globe receives a babble of voices-and ideas- from all corners of the world community.

http://www.onefd.edu.dz جميع الحقوق محفوظة (C)

Everything is happening at once and everything is happening to every body. This is the most revolutionary fact of our century.

Universal world citizenship, then, is the only dynamic identity capable of reconciling the human being with the planetary community.

There is no other pathway to the future…and to the stars.



جميع الحقوق محفوظة ©

1. Now, answer these questions:

a) How long has the idea of one world existed?
……

b) Give some examples of universal values.
……

c) What are the things helped the planet Earth become a global community?
……...

2. Which definition corresponds to the word "citizen"?

Definition A: people without boundaries who do not owe allegiances to one single community, nationality, religious grows or ethnicity, and who work to strengthen the world community.

Definition B: people who identify themselves as members of their own community, who give priority to their religious group, ethnicity and who think it is important to improve their own community

……

……

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

II. Mastery of Language.

Read the Credo of "world citizen". Rewrite it using: "should" or "ought to".

1. Be a peaceful and peacemaking individual both in daily life and contact with others.

   ……..

2. Be just and equitable to all fellow humans.

   ……..

3. Respect the view points of his fellow citizens from anywhere in the world.

   ……..

4. Be aware of his responsibilities and rights as a legitimate members of the world community.

   ……..

5. Show commitment to universal values.

   ……..

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

Note: **credo** means statements that express a belief or rule that a particular person or group has.

III. <u>Writing Activities.</u>

Some people think that a citizen should be “a model citizen” that is a citizen serving his own community. Others think a citizen should be “a world citizen” that is a citizen working to strengthen the world community. Which position do you agree with? Why ?

http://www.onefd.edu.dz جميع الحقوق محفوظة ©

Start like this:

A world citizen…

1) should be or ought to be a peaceful and peacemaking individual both in daily life and contact with others.

2)…….

3)…….

4) …….

5)…….

جميع الحقوق محفوظة ©

Remember:

- We use **must/have** to express necessity and/or when giving commands.

eg. 1. you must obey the law.
2. you mustn't park your car here.
3. you have to respect others.

- We use **should/ought to** for giving advice.

eg. 1. you should join a green association.
2. you shouldn't buy CFs products.
3. you ought to share food with poor people

Note -**must** is stronger than have to
-**must** is used by people in authority
-**Ought to** is a little stronger than **should** but should is the most common modal for giving advice

جميع الحقوق محفوظة ©

Realization of the Project

What are some actions my friends and I could undertake to improve life in our neighbourhood.

What is there to be improved?
Who are the persons involved?
What actions are we going to undertake?
What means do we need to achieve our objective?

……

……

……

……

……

……

……

……

http://www.onefd.edu.dz جميع الحقوق محفوظة ©